OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

HIGH SCHOOL ACADEMIC COURSE OUTLINE

Department	History/Social Science	Course Title	Introduction to Psychology	Course Code	2227	
Grade Level	9-12	Short Title	Psychology Intro	Grad Requirement		No
Course Length	One semester	Credits per Semester	5	Approved for Honors	No	Required	No	Elective	Yes
Prerequisites	Recommended English 1-2					
Co-requisites	Recommended English 3-4					
Articulated with LBCC		No	Articulated with CSULB			No
Meets UC "a-g" Requirement		Yes (g)	Meets NCAA Requirement			Yes

COURSE DESCRIPTION:

In this course, students are introduced to the discipline of psychology as they learn about various careers associated with this field of study. The focus of this course of study is on human development, personality, psychological disorders and treatment, biological reasons for human behavior as well as scientific research. Students study such topics as influences of heredity and environment on personality, abnormal behavior, biopsychology and experimental design. They examine case studies to evaluate psychological perspectives and choose possible treatments. In addition, students create their own scientific problem for study in order to synthesize research methods and questions important to psychology scholars.

COURSE PURPOSE: GOALS
(Student needs the course is intended to meet)

CONTENT
- Synthesize scientific research in Psychology and evaluate merits of ethical issues.
- Understand issues in life span development.
- Apply theories on personality and behavior.
- Analyze psychological disorders to derive possible treatments.
- Identify and analyze the biological reasons for human behavior and perception.

SKILLS
- Identify and evaluate psychological perspectives based upon reasoning and evidence.
- Use media, case studies, *Diagnostic and Statistical Manual of Mental Disorders* (DSM)*,* and informational texts in order to acquire, process, report information, and solve problems.
- Research psychological theories and concepts.
- Develop research questions and research methodologies for study.
- Analyze case studies to identify possible diagnoses and treatments.

LITERACY
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of psychology concepts.
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain psychology concepts, as well as, differentiate psychological perspectives.

APPLICATIONS
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.

- Develop an education and career plan aligned with personal goals.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

COURSE PURPOSE: EXPECTED OUTCOMES

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Psychology. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

C3 Framework Indicators and K-12 Pathways for Psychology:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Psychological Perspectives and Methods of Inquiry

D2.Psy.1.9-12: Demonstrate a basic understanding of the scientific methods that are at the core of psychology.
D2.Psy.2.9-12: Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
D2.Psy.3.9-12: Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.
D2.Psy.4.9-12: Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.
D2.Psy.5.9-12: Explain how the validity and reliability of observations and measurements relate to data and analysis.
D2.Psy.6.9-12: Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
D2.Psy.7.9-12: Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

Influences on Thought and Behavior

D2.Psy.8.9-12: Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
D2.Psy.9.9-12: Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
D2.Psy.10.9-12: Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
D2.Psy.11.9-12: Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
D2.Psy.12.9-12: Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

Critical Thinking: Themes, Sources, and Evidence

D2.Psy.13.9-12: Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.
D2.Psy.14.9-12: Use information from different psychological sources to generate research questions.
D2.Psy.15.9-12: Use existing evidence and formulate conclusions about psychological phenomena.

Applications of Psychological Knowledge

D2.Psy.19.9-12: Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
D2.Psy.20.9-12: Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
D2.Psy.22.9-12: Use psychological knowledge to promote healthy lifestyle choices.

COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways. The following are those skills most applicable to this course.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

11-12 R1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11-12 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

11-12 R3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

11-12 R4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).

11-12 R6: Evaluate authors' differing points of view on the same historical event or issue by assessing with authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

11-12 R8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

11-12 R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content.*

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

11-12 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12 W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12 W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

11-12 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

7. Act as a responsible citizen in the workplace and the community.
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
Career –ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace and profitability of the organization.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:
Reference abbreviations used in the Outline of Content table (Content Standards section and the *CA Career Technical Education Foundation Standards* refer to these documents as follows:

Psy-   refers to the indicators to be achieved by the end of 12th grade noted in the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

_____

R or W-   refers to the standards for grades 11 and 12 noted in the California Common Core State Standards for reading and writing.

_____

CR-   refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

_____

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Unit One: Psychology and Research (Four to Five Weeks)

Sample Essential Question(s): What is psychology and what types of questions do sociologists often consider? How has psychology developed as a field? How do psychologists conduct research? What are the merits of scientific research and varying methods of research?

Content Standards		Performance Standard Measures	Instructional Support
Students know… (Content)	Students are able to …. (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
	• Apply Technology to Enhance Productivity on Any of the Following Tasks (CR 4) • Work Collaboratively to Complete Any of the Following Tasks (CR 9)	**KEY ASSIGNMENTS/ ASSESSMENTS** Research Proposal **SUGGESTED ASSIGNMENTS/ ASSESSMENTS** Tree Map of Psychological Perspectives	**BASIC TEXT CORRELATION** Psychology: Principals in Practice, 2007, Holt, Rinehart and Winston, Chapters 1 and 2 **SUPPLEMENTAL RESOURCES/MATERIALS** American Psychological Association website includes access to publications, definition of terms and explanation of careers in Psychology. http://www.apa.org/index.asp x
• Psychology (Psy 1) • Jobs of Psychologist • Psychological Perspectives (Psy 1; Psy 3) • Development of Psychology as a Discipline (Psy 1) • Psychology as a Science (Psy 1) • Value of Psychological Research (Psy 5) • Research Methods • Scientific Method (Psy4; Psy 5) • Data Analysis (Psy 5)	• Develop a Career Plan in Psychology (Psy 1; R9; W8 & CR 3) • Compare Psychological Perspectives (Psy 1; Psy 3; R6; W2; CR1 & CR5) • Trace the Development of the Field of Psychological Research (Psy 1; R2; W8; & CR1) • Evaluate the Merits of Psychological Research (Psy 1; Psy 5; R6; W1; W9; & CR5) • Explain and Define the Elements of Psychological Research (Psy 4; Psy 5; R2; W2; & CR1) • Define and Explain Data Analysis	Annotated Timeline of Breakthroughs in the Field of Psychology Short Written Evaluation of Psychological Research Interview a Professional in the Field of Psychology (Professor or Clinician) Written, Oral or Visual Description of the Elements of Psychological Research Written, Oral or Visual Description of Analysis Procedures Double Bubble of Quantitative versus Qualitative Studies Short Written Argument of Whether Quantitative or Qualitative has More Merit Debate the Ethical Implications of	Website includes an explanation of the research process, careers in Psychology and explanation of the research process. http://careersinpsychology.or g/choosing-to-focus-on-research-as-a-psychologist/ Chart of quantitative versus qualitative study components. http://www.xavier.edu/library/ students/documents/qualitati ve_quantitative.pdf Open access to psychological research. http://www.dovepress.com/ps ychology-research-and-behavior-management-journal **KEY VOCABULARY** • Psychology • Behavior • Cognitive Activities

		Psychological Research	• Psychological Constructs
• Qualitative Research (Psy 4; Psy 5) • Quantitative Research (Psy 4; Psy 5) • Ethical Issues in Research (Psy 4)	Procedures (Psy 5; R2; R4; W2; & CR1) • Evaluate the Merits of Quantitative versus Qualitative Studies (Psy 4; Psy 5; Psy 15; R6; W1; W9; & CR5) • Analyze the Ethical Implications of Psychological Research (Psy 4; R1; R9; W7; W8; W9; CR5; & CR12) • Develop a Research Proposal (Psy 3; Psy 14; R7; W2; W7; W8; W9; CR1; CR2; CR4; CR5; CR9; CR10; & CR11)		• Theory • Principle • Basic Research • Associationism • Structuralism • Functionalism • Behaviorism • Gestalt Psychology • Psychoanalysis • Biological Perspective • Evolutionary Perspective • Cognitive Perspective • Humanistic Perspective • Psychoanalytic Perspective • Learning Perspective • Social-Learning Theory • Sociocultural Perspective • Ethnic Group • Construct • Hypothesis • Replicated • Survey • Target Population • Sample • Random Sample • Bias • Case Study • Longitudinal Method • Cross-Sectional Method • Observation • Correlation • Experiment • Variables • Independent Variable • Dependent Variable • Experimental Group • Control Group • Placebo • Single-Blind Study • Double-Blind Study • Standard Deviation • Ethics • Informed Consent

Unit Two: Human Development (Three to Four Weeks)

Sample Essential Question(s): How do biology and environment influence human development? What are the stages of human development? How do parenting styles affect child development? How does aging influence cognitive, social and physical processes?

Content Standards		Performance Standard Measures	Instructional Support
Students know… (Content)	Students are able to …. (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
• Prenatal Development (Psy 9) • Newborn Reflexes, Temperament and Abilities (Psy 9) • Sensitive and Critical Periods in Development (Psy 9; Psy 10) • Environmental Factors (Nurture) • Biological Factors (Nature) (Psy 10; Psy 9) • Interaction Between Nurture and Nature (Psy 10) • Attachment and Role of Caregiver (Psy 12)	• Apply Technology to Enhance Productivity on Any of the Following Tasks (CR 4) • Work Collaboratively to Complete Any of the Following Tasks (CR 9) • Trace Prenatal and Newborn Development Including Reflexes, Temperament and Abilities (Psy 9; R2; W8; & CR1) • Identify and Trace Sensitive and Critical Periods in Development (Psy 9; Psy 10; R2; W2; & CR1) • Compare Environmental Factors (Nurture) to Biological Factors (Nature) (Psy 9; Psy 10; R3; W2; & CR 5) • Discuss Interaction Between Nurture and Nature (Psy 10; R2; W7; W8; W9; & CR 2) • Define Attachment and Role of Caregiver (Psy 12; R2; R4; W2; & CR1)	**KEY ASSIGNMENTS/ ASSESSMENTS** Parenting Style: Argumentative Letter **SUGGESTED ASSIGNMENTS/ ASSESSMENTS** Annotated Flow-Map of Prenatal and Newborn Development Including Reflexes, Temperament and Abilities Chart of Periods of Development Debate on Nature vs. Nurture Written, Oral or Visual Explanation of Attachment and Role of Caregiver Tree Map Developmental Theories Written, Oral or Visual Explanation of Physical and Motor Development (Infancy and Childhood) Written, Oral or Visual Explanation of Identity Formation (Adolescence) Memory and Thinking Website Describing Cognitive, Emotional	**BASIC TEXT CORRELATION** Psychology: Principals in Practice, 2007, Holt, Rinehart and Winston, Chapter 10-12. **SUPPLEMENTAL RESOURCES/MATERIALS** Annenberg Learner: Discovering Psychology http://www.learner.org/resources/series138.html?pop=yes&pid=1499# Education Portal: Psychology 101 Intro to Psychology http://education-portal.com/academy/course/psychology-101.html **KEY VOCABULARY** • Developmental Psychology • Maturation • Critical Period • Reflex • Infancy • Childhood • Attachment • Stranger Anxiety • Separation Anxiety • Contact Comfort • Imprinting • Authoritative • Authoritarian • Self-Esteem • Unconditional Positive Regard • Conditional Positive Regard • Assimilation • Accommodation • Sensorimotor Stage • Object Permanence

• Developmental Theories; Cognitive(Piaget), Social (Erikson, Freud), Moral (Kohlberg), and Physical(Erikson) (Psy 11; Psy 12)	• Differentiate Developmental Theories; Cognitive(Piaget), Social (Erikson, Freud), Moral (Kohlberg), and Physical(Erikson) (Psy 11; Psy 12; R3; R4; W2; & CR5)	and Physical Changes in Adulthood and Aging Identify Challenges Faced at the End of Life Presentation on Social, Emotional and Cultural Development Through Adolescence and Adulthood	• Preoperational Stage • Conservation • Egocentrism • Concrete-Operational Stage • Formal-Operational Stage • Preconventional Moral Reasoning • Conventional Moral Reasoning Reasoning Reasoning • Postconventional Moral Reasoning • Adolescent Growth Spurt • Puberty • Primary Sex Characteristics • Secondary Sex Characteristics • Cliques • Identity Crisis • Identity Status • Anorexia Nervosa • Bulimia Nervosa • Juvenile Delinquency • Status Offenses • Patriarchy • Generativity • Midlife Crisis • Empty-Nest Syndrome • Menopause • Cellular Damage Theories • Cross-Linking • Dementia • Senile Dementia • Alzheimer's Disease • Ego Integrity • Hospice • Euthanasia • Living Wills • Bereaved
• Physical and Motor Development (Infancy and Childhood) (Psy 11)	• Trace Physical and Motor Development (Infancy and Childhood) (Psy 11; R2; W8; & CR1)		
• Identity Formation (Adolescence) (Psy 11; Psy 12)	• Define Identity Formation (Adolescence) (Psy 11; Psy 12; R4; W2; & CR1)		
• Role of Family, Including Parenting Styles and Peers on Adolescent Development (Psy 12)	• Evaluate the Role of Family, Including Parenting Styles and Peers on Adolescent Development (Psy 12; Psy 15; R7; R9; W5; W7; W8; W9; CR1; CR2; CR4; CR5; CR10; CR11; & CR12)		
• Social and Emotional Challenges Faced in Adolescence (Psy 12)	• Explain Social and Emotional Challenges Faced in Adolescence (Psy 12; R2; W2; & CR1)		
• Cognitive Changes in Adulthood and Aging (Psy 11) • Memory and Thinking (Psy 11) • Physical Changes Associated with Adulthood and Aging (Psy 11)	• Categorize Cognitive, Emotional and Physical Changes in Adulthood and Aging (Psy 11; R4; W2, & CR5)		

• Challenges Faced at the End of Life (Psy 11)	• Identify Challenges Faced at the End of Life (Psy 11; R2; W2; & CR1)		
• Social and Cultural Development Through Adolescence and Adulthood (Psy 12) • Emotional Development Throughout the Life Span (Psy 12)	• Discuss Social, Emotional and Cultural Development Through Adolescence and Adulthood (Psy 12; R2; W7; W8; W9; & CR2)		

Unit Three: Personality (Three to Four Weeks)

Sample Essential Question: How do theories on learning explain how people behave and understand their environments? How do psychoanalysts, humanists and trait theorists view the world? What factors influence the development of personality?

Content Standards		Performance Standard Measures	Instructional Support
Students know… (Content)	Students are able to …. (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
	• Apply Technology to Enhance Productivity on Any of the Following Tasks (CR 4) • Work Collaboratively to Complete Any of the Following Tasks (CR 9)	**KEY ASSIGNMENTS/ ASSESSMENTS** Personality Case Study **SUGGESTED ASSIGNMENTS/ ASSESSMENTS** Tree Map of Motivational and Trait Theories	**BASIC TEXT CORRELATION** Psychology: Principals in Practice, 2007, Holt, Rinehart and Winston, Chapter 13-16. **SUPPLEMENTAL RESOURCES/MATERIALS** Annenberg Learner: Discovering Psychology http://www.learner.org/resources/series138.html?pop=yes&pid=1499#
• Motivation Theories • Trait (Psy 9)	• Differentiate Between Motivation and Trait Theories (Psy 9; R3; W2; & CR5)	Double Bubble Learning Theories Preference Survey with Analysis: Use Big Five Personality Test with Analysis http://www.outofservice.com/bigfive/	Education Portal: Psychology 101 Intro to Psychology http://education-portal.com/academy/course/psychology-101.html
• Learning Theories (Behaviorism and Social-Learning) (Psy 19)	• Compare Learning Theories (Behaviorism and Social-Learning) (Psy 19; R3; R6; W2; & CR 5)	Students Analyze Their Own Personality Using Learning Theory: Use Myers-Briggs Type Indicator Test with Analysis	**KEY VOCABULARY** • Motive • Need • Drives • Instincts • Homeostasis • Self-Actualization
• Personality Assessment (Psy 6)	• Evaluate Personality Assessments (Psy 15: Psy 6; R3; W8;		

	W9; & CR5)	http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/	• Obese
• Reliability and Validity of Assessment Techniques (Psy 5)	• Discuss Reliability and Validity of Assessment Techniques (Psy 5; R3; W7; W8; W9; & CR2)	Debate the Reliability of Psychological Assessments	• Stimulus Motives • Sensory Deprivation • Achievement Motivation • Performance Goals • Learning Goals • Extrinsic Rewards • Intrinsic Rewards • Cognitive Consistency
• Psychoanalytic Theory (Id, Ego, Superego and Defense Mechanisms) (Psy 19)	• Explain Psychoanalytic Theory (Id, Ego, Superego and Defense Mechanisms) Psy 19; R2; W2; & CR1)	Tree Map of Freud's Id, Ego, Superego Flow Map of Freud's Stages of Development Describing the Effects of Unresolved Psychoanalytic Conflicts in Infancy *(this can be repeated for Erik Erikson's stages of development as well)*	• Balance Theory • Cognitive-Dissonance Theory • Affiliation • Emotions • Opponent-Process Theory • Personality • Trait • Introverts • Extroverts
• Humanistic Theories (Self-Awareness and Self-Actualization) (Psy 19)	• Explain Humanistic Theories (Self-Awareness and Self-Actualization) (Psy 19; R2; W2; & CR1)	Written, Oral or Visual Explanation of Humanistic Theories	• Id • Ego • Superego • Defense Mechanisms • Repression
• Socio-Cultural (Gender Roles, Ethnicity, Religion, Socio-Economic Status) (Psy 7; Psy 12)	• Identify Socio-Cultural (Gender Roles, Ethnicity, Religion, Socio-Economic Status) (Psy 7; Psy 12; R4; W2; & CR1)	Create a Partial Multi-Flow Map Explaining the Influence of Identity, Biology, the Individual, and Culture on Personality and Preferences	• Rationalization • Displacement • Regression • Projection • Denial • Sublimation • Collective Unconscious
• Biological and Situational Influences (Psy 9)	• Identify Biological and Situational Influences (Psy 9; R4; W2; & CR1)		• Archetypes • Inferiority Complex • Socialization
• Stability and Change (Psy 10)	• Trace Stability and Change (Psy 10; R3; W8; & CR1)		• Self-Concept • Acculturation • Behavior-Rating Scales
• Individualistic Perspective (Psy 8; Psy 11)	• Define Individualistic Perspective (Psy 8; Psy 11; R3; W2; & CR1)		• Self-Reports • Standardized Test • Validity Scales • Norms • Achievement Tests • Aptitude Tests
• Cultural Perspective (Psy 12)	• Define Cultural Perspective (Psy 12; R3; W2; & CR1)		• Vocational Interest Inventories • Objective Tests • Projective Tests
	• Analyze Personality Case Study (Psy 8;		• Open-Ended Format

	Psy 9; Psy 10; Psy 11; R7; R9; W1; W5; W7; W8; W9; CR1; CR2; CR4; CR5; CR10; CR11; & CR12)		• Cognitive Restructuring • Gender Roles • Gender Stereotypes • Nurturance • Gender Typing • Lateralization • Modeling • Gender Schema

Unit Four: Psychological Disorders and Treatment (Three Weeks)

Sample Essential Questions: What is normal? How has the perception of mental illness changed over time? How do professionals properly diagnose and treat clients?

Content Standards		Performance Standard Measures	Instructional Support
Students know… **(Content)**	**Students are able to ….** **(Skill)**	**How students Demonstrate KNOWLEDGE and SKILL**	
• "Abnormal" Psychology (Psy 8) • Characteristics and Interpretation of Abnormal Behavior (Taking into Consideration Socio-Historical Context) (Psy 11) • Diagnostic Criteria Applications (Psy 6) • DSM V • Case History (Psy 6) • Diagnosis (Psy 6)	• Apply Technology to Enhance Productivity on Any of the Following Tasks (CR 4) • Work Collaboratively to Complete Any of the Following Tasks (CR 9) • Evaluate the Meaning of "Abnormal" Within the Context of Psychological Disorder (Psy 8; R9; W9; & CR5)) • Apply Characteristics and Interpretation of Abnormal Behavior (Taking into Consideration Socio-Historical Context) • (Psy 11; R1; R7; W1; & CR1) • Summarize Diagnostic Criteria and Identify How a Case Study Exemplifies the Criteria • (Psy 6; R2; W2; & CR1) • Integrate Information	**KEY ASSIGNMENTS/ ASSESSMENTS** Clinical Assessment and Diagnosis of Schizophrenia **SUGGESTED ASSIGNMENTS/ ASSESSMENTS** Apply the Various Definitions of "Abnormal" to a Case Study (Example: Video Clip of Example of Hoarding Disorder). Both Criteria for Determining if Behavior is "Abnormal" and Diagnostic Criteria May be Used. Written, Oral or Visual Explanation of Sociocultural Implications of the Current Labeling System Tree Map of Diagnostic Criteria or the Following Categories: Anxiety, Somatic Symptom, Mood Schizophrenic and Dissociative Disorders	**BASIC TEXT CORRELATION** Psychology: Principals in Practice, 2007, Holt, Rinehart and Winston, Chapter 18-19. **SUPPLEMENTAL RESOURCES/MATERIALS** 1. DSM V 2. Three Approaches to "*Psychotherapy*" (1965) **KEY VOCABULARY** • Psychological Disorders • Culture-Bound Syndromes • Anxiety • Phobia • Simple Phobia • Social Phobia • Panic Attack • Agoraphobia • Obsessions • Compulsions • Post-Traumatic Stress Disorder • Dissociation • Depersonalization • Somatization • Depression • Bipolar Disorder • Mania • Schizophrenia • Catatonic Stupor

• Treatment (Psy 6)	From Text, DSM V, and Case Study Presented in Video in Order to Formulate a Hypothetical Case History (Psy 6; R9; W7; W8; W9; & CR11)	Multi-Flow Map of Causes and Effects of Psychological Disorders Using Diagnostic Criteria for Illness Anxiety Disorder (Previously Hypochondriasis), Diagnose a Case Study, Review DSM to Create Clinical Questions that Would Give a Clinician Deeper Insight into the Client's Challenges, and Complete a Formal Diagnosis. Combining Both Text and Video Content as Examples, Students May Create Dialogues Exemplifying the Treatment Differences Between Cognitive Therapy, the Humanist Approach. Students May Take a Difficult Case to Evaluate and Debate the Ethical Issues Involved: Involuntary Commitment, Confidentiality, Deinstitutionalization and Patients Rights.	• Psychotherapy • Self-Help Group • Encounter Group • Free Association • Resistance • Dream Analysis • Manifest Content • Latent Content • Transference • Humanistic Therapy • Person-Centered Therapy • Nondirective Therapy • Active Listening • Rational-Emotive Behavior Therapy • Aversive Conditioning • Token Economy • Successive Approximations • Antianxiety Drug • Antidepressant Drug • Lithium • Antipsychotic Drug • Electroconvulsive Therapy • Psychosurgery • Prefrontal Lobotomy
• Sociocultural Implications of the Current Labeling System (Psy 13)	• Recognize the Sociocultural Implications of the Current Labeling System (Psy 13; R3; W2; & CR12)		
• Diagnostic Criteria for the Following Categories: Anxiety, Somatic Symptom, Mood Schizophrenic and Dissociative Disorders (Psy 6)	• Describe Diagnostic Criteria for the Following Categories: Anxiety, Somatic Symptom, Mood Schizophrenic and Dissociative Disorders (Psy 6; R3; W2; & CR 1)		
• Origins of Disorders, Including Biological, Cognitive, and Sociocultural Frameworks (Psy 9)	• Explain the Origins of Disorders, Including Biological, Cognitive, and Sociocultural Frameworks (Psy 9; R2; W2; & CR 1)		
• Effects of Psychological Disorders (Psy 8)	• Describe the Impact that Psychological Disorders May Have on a Person (Psy 8; R3; W2; & W9)		
• Treatment Orientations Such as Behavioral, Cognitive, Psychoanalytic, Humanistic, and Biomedical (Psy 19)	• Differentiate Treatment Orientations Such as Behavioral, Cognitive, Psychoanalytic, Humanistic, and Biomedical (Psy 19; R4; W2)		
• Types of Professionals in the Field Along with Educational	• Identify Various Types of Professionals in the Field Along with		

Students know… (Content)	Students are able to …. (Skill)	How students Demonstrate KNOWLEDGE and SKILL	Instructional Support
Background	Educational Background • (R4; W2) • Discuss Legal and Ethical Issues Involved in Delivering Treatment, Such as Protecting Confidentiality and Individual Rights (Psy 20; R7; W7; W8; W9; & CR12)		
• Legal and Ethical Issues Involved in Delivering Treatment, Such as Protecting Confidentiality and Individual Rights (Psy 20)			
• Causes of Schizophrenia From the Psychoanalytic and Bio-Psychological Perspective (Psy 11)	• Evaluate the Etiological Explanation of Schizophrenia From the Psychoanalytic and Bio-Psychological Perspective (Psy 15; Psy 11; R8; W1; W9; & CR5)		
• Ethical Questions (Psy 4)	• Discuss Hypothetical Ethical Questions Applying APA Guidelines (Psy 4; R3; W7; W8; W9; & CR2)		
	• Analyze Disorder Case Study (Psy 8; Psy 9; Psy 10; Psy 11; R7; R9; W1; W7; W8; W9; CR1; CR2; CR3; CR4; CR5; CR7; CR8; & CR12)		

Unit Five: Biopsychology (Two-Three Weeks)

Sample Essential Question: How do the functions of the nervous and endocrine systems influence human behavior and personality? How do senses and thoughts influence human behavior and personality?

Content Standards		Performance Standard Measures	Instructional Support
Students know… (Content)	Students are able to …. (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
	• Apply Technology to Enhance Productivity on Any of the Following Tasks (CR 4)	Create a Sleep Log and Relate it to Sleep Theories and Characteristics of Sleep	**BASIC TEXT CORRELATION** Psychology: Principals in Practice, 2007, Holt, Rinehart

	• Work Collaboratively to Complete Any of the Following Tasks (CR 9)	**SUGGESTED ASSIGNMENTS/ ASSESSMENTS**	and Winston, Chapters 3-5.
			SUPPLEMENTAL RESOURCES/MATERIALS
• Structure and Function of the Nervous System (Psy 9)	• Illustrate the Structure and Function of the Nervous System (Psy 9; R2; R4; W2; & CR10)	Create an Annotated Visual of the Brain and Spinal Cord	Resources to Teach about Anatomy http://www.nlm.nih.gov/medlineplus/
• Process of Neural Transmission (Psy 9)	• Describe the Process of Neural Transmission (Psy 9; R2; W2; & CR1)	Flow Map of the Process of Neural Transmission	Teaching the Nervous System to Forget Chronic Pain http://www.pbs.org/wgbh/nova/next/body/chronic-pain/
• Structure and Function of the Endocrine System (Psy 9)	• Illustrate the Structure and Function of the Endocrine System (Psy 9; R2; R4; W2; & CR10)	Written, Oral or Visual Analysis of Ways that Changes in Brain Activity Influence Behavior and Mental Processes: Case Studies	National Institutes of Health Sleep Materials https://science.education.nih.gov/supplements/nih3/sleep/guide/nih_sleep_masters.pdf
• The Relationship Between Hormones and Behavior and Mental Processes (Psy 9)	• Analyze the Relationship Between Hormones and Behavior and Mental Processes (Psy 9; R7; W7; W8; W9 & CR5)	Create an Annotated Visual of the Endocrine System	Reasons for Sleep Health https://www.healthypeople.gov/2020/topics-objectives/topic/sleep-health
		Written, Oral or Visual Analysis of Ways that Hormones Influence Behavior and Mental Processes: Case Studies	http://healthysleep.med.harvard.edu/
• Process of Sensation and Perception (Psy 9)	• Trace the Process of Sensation and Perception (Psy 9; R2; R4; W8; & CR1)	Written, Oral or Visual Analysis of Ways that Hormones Influence Behavior and Mental Processes: Case Studies	**KEY VOCABULARY** • Central Nervous System
• The Sensory Systems, Such as the Visual, Auditory and Olfactory systems. (Psy 9)	• Describe The Sensory Systems, Such as the Visual, Auditory and Olfactory systems. (Psy 9; R2; W2 & CR1)	Flow Map of the Process of Sensation and Perception	• Peripheral Nervous System • Neurons • Cell Body • Dendrites • Axon • Myelin • Axon Terminals • Synapse • Neurotransmitters • Spinal Cord
• The Interaction Between the Environment and Perception (Psy 10)	• Analyze the Interaction Between the Environment and Perception (Psy 10; R7; W7; W8; W9; & CR5)	Written, Oral or Visual Analysis of Ways Rules of Perception and Their Effects From the Environment	• Somatic Nervous System • Autonomic Nervous System • Medulla • Pons • Cerebellum • Reticular Activating System
• Conscious and	• Differentiate	Tree Map of Sensory Systems	• Thalamus

Unconscious Processes (Psy 8)	Conscious and Unconscious Processes (Psy 8; R4; W2; & CR1)		• Hypothalamus • Limbic System • Cerebrum • Cerebral Cortex • Corpus Callosum • Association Areas • Endocrine System • Hormones • Heredity • Genes • Chromosomes • Sensation • Perception • Absolute Threshold • Difference Threshold • Signal-Detection Theory • Sensory Adaptation • Pupil • Lens • Retina • Photoreceptors • Blind Spot • Visual Acuity • Complementary • Afterimage • Cochlea • Auditory Nerve • Conductive Deafness • Sensorineural Deafness • Olfactory Nerve • Gate Theory • Vestibular Sense • Kinesthesis • Closure • Proximity • Similarity • Continuity • Common Fate • Stroboscopic Motion • Monocular Cues • Binocular Cues • Retinal Disparity • Consciousness • Selective Attention • Preconscious • Unconscious • Nonconscious • Altered State Of Consciousness • Circadian Rhythm • Rapid-Eye-Movement
• Characteristics of Sleep (Psy 9) • Theories on Sleep (Psy 11) • Sleep Analysis (Psy 11; Psy 22)	• Define Characteristics and Theories of Sleep (Psy 9; Psy 11; R4; W2; & CR1) • Apply Sleep Analysis (Psy 8; Psy 9; Psy 10; Psy 11; Psy 22; R7; W2; W7; W8; W9; CR1; CR2; CR4; CR5; CR10; & CR11)	Double Bubble Conscious and Unconscious Processes Participate in Relaxation Exercise and Reflect Upon Experience	
• Meditation, Relaxation and Hypnosis (Psy 22)	• Synthesize Meditation, Relaxation and Hypnosis (Psy 22; R4; W9; & CR5)		

			Sleep
			• Insomnia
			• Night Terror
			• Sleep Apnea
			• Narcolepsy
			• Meditation
			• Biofeedback
			• Hypnosis
			• Posthypnotic Suggestion
			• Addiction
			• Depressant
			• Intoxication
			• Narcotic
			• Stimulant
			• Amphetamine
			• Hallucination
			• Delusion
			• Hallucinogen
			• Detoxification

KEY ASSIGNMENTS:

Major Written Assignments	Psychology students will engage in daily writing assignments to synthesize lesson concepts which may include descriptions of psychological theories and concepts, as well as responses to case studies. Students will also answer open-ended writing tasks applying major psychological theories and concepts. Writing assignments will take the form of one to two page reports of information and argumentative writing tasks embedded into unit key assignments.
Assessments	Teachers ask students to take periodic multiple-choice and short-answer quizzes, as well as unit exams to include a combination of stimulus-based multiple-choice, selected-response multiple-choice, as well as short answer questions.
Projects – especially Quad D and Work-Based Learning Experiences including Service Learning	Service Learning activities involve research, preparation, action/demonstration, and reflection of experiential applications of the content. Students are expected to complete a Service Learning activity prior to the completion of this course by way of contacting a professional in the field of Psychology. The learning (any products developed, reflection on the service) will be graded by the instructor as one of the performance based assessments; the service itself will not be graded or judged.
Key Assignments	In each unit, students use informational texts, video clips, internet research, as well as other media to synthesize psychological theories and concepts. In unit one, students construct a hypothetical research proposal to demonstrate understanding of psychological theories and research methodology. In unit two, students synthesize parenting styles by writing a letter explaining their parenting style with reasoning. In units three and four, students respond to case studies regarding personality and disorders, respectively. They use class concepts to make a claim with evidence. In unit five, students write a sleep log and use this information to apply their knowledge of sleep theory and states of consciousness.

Content-Specific Assignments:

Unit Number and Title: Unit 1, Psychology and Research

Key Assignment Title: Research Proposal

Key Assignment Objective: Students synthesize the scientific method and questions of psychological inquiry by creating a research proposal for further study.

Key Assignment Standards (Common Core and History/Social Science):
C3 Framework Indicators and K-12 Pathways for Psychology:
from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

D2.Psy.3.9-12: Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.

D2.Psy.14.9-12: Use information from different psychological sources to generate research questions.

Common Core Reading Standards in History/Social Studies 6-12:
from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas
11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Text Types and Purposes
11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a.   Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.   Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.   Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.   Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.   Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge
11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Basic Textbook and Supplemental Resources (when, how, and why): In order to write a research proposal students need access to variety of psychological studies that have been published to use as models. They can use chapters one **and two** from Psychology: Principals in Practice, 2007, Holt, Rinehart and Winston, as well as the following websites to get information about the research process and significant studies in Psychology.

This website includes an explanation of the research process, careers in Psychology and explanation of the research process.
http://careersinpsychology.org/choosing-to-focus-on-research-as-a-psychologist/

This is a chart of quantitative versus qualitative study components.
http://www.xavier.edu/library/students/documents/qualitative_quantitative.pdf

This website includes open access to psychological research.
http://www.dovepress.com/psychology-research-and-behavior-management-journal

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:
from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013
1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.

Detailed Description of the Process and Product:

Research Proposal

Goal: You will develop a research question and describe the methods and theories behind your research with a rationale.
Role: You are a psychologist at a local college.
Audience: Your research will be read by other psychologists so make sure that your question will be of interest to scholars in the field of psychology.
Situation: Psychologists use research to answer questions about human behavior, personality, learning and cognition. Using different methods, psychologists collect and assess data to determine a hypothesis about issues such as personality traits, biological reasons for behavior, or reasons why people retain some information rather than other.
Product: You will write at least one to two pages describing the following:
1. What is the question that you would like to research? Make sure that your question relates to human behavior or thought processes that can be measured. Peruse current psychological research for a model.
2. After writing your question, explain why you think this is an important topic to consider?
3. What method do you think is most appropriate to determine an answer to your question? Explain whether you plan to use qualitative or quantitative data. Will you conduct an experiment? Explain why you made these choices.
4. What are the potential challenges to your study? Explain why these are challenges.
5. What are your hypotheses for your study and why?

Process:
1. Set work schedule/timetable.
2. Gather background information about possible research topics and research methods.
3. Take notes and decide what information you will use for your paper.
4. Develop a rough research question and methodology. Write your rationale.
5. Share your ideas with classmates or teacher, if possible.
6. Revise your ideas and write your paper.
7. Prepare the final paper and prepare to share your study with the class.

Expected Results/Outcome(s):

Prompt: Write a one-two page research proposal for a psychological study.

	4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	**4**	**3**	**2**	**1**	**NS**
Purpose /Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused: • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end • Effective introduction and conclusion • Controlling or main idea of a topic is clear, focused, and strongly maintained • Controlling or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused: • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end • Adequate introduction and conclusion • Controlling or main idea of a topic is clear and mostly maintained, though some loosely related material may be presented • Main idea of the topic is adequate within the purpose, audience, and task	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: • Inconsistent use of transitional strategies and/or little variety • Uneven progression of ideas from beginning to end; basic and/or formulaic structure • Introduction or conclusion, if present, may be weak • Controlling or main idea may be clearly focused but is insufficiently sustained • Controlling or main idea may be unclear and/or somewhat unfocused	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: • Few or no transitional strategies are evident • Frequent extraneous ideas are evident; may be formulaic • Introduction and/or conclusion may be missing • May be very brief or have a major drift • Focus may be confusing or ambiguous	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

	4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language: • Comprehensive evidence from sources is integrated • References are relevant • Effective use of elaborative techniques • Use of domain-specific vocabulary is clearly appropriate for the audience and purpose	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language: • Some evidence from sources is integrated • References may be general • Adequate use of elaborative techniques • Use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language: • Evidence from sources is weakly integrated, vague, or imprecise • References may be vague, imprecise, or absent • Weak or uneven use of elaborate techniques • Use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing: • Evidence from the source material is minimal, absent, incorrect, or irrelevant • References may be absent or incorrect • Minimal, if any, use of elaborative techniques • Use of domain-specific vocabulary is limited or ineffective for the audience and purpose	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 2, Human Development

Key Assignment Title: Parenting Style Argumentative Letter

Key Assignment Objective: Students evaluate parenting styles by writing a letter explaining their chosen parenting style and expected outcomes of their children.

Key Assignment Standards (Common Core and History/Social Science):
C3 Framework Indicators and K-12 Pathways for Psychology:
from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

D2.Psy.12.9-12: Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.
D2.Psy.15.9-12: Use existing evidence and formulate conclusions about psychological phenomena.

Common Core Reading Standards in History/Social Studies 6-12:
from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas
11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
11-12 R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Text Types and Purposes
11-12 W1: Write arguments focused on *discipline-specific content.*
a.   Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.   Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.   Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.   Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.   Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing
11-12 W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge
11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Basic Textbook (when, how, and why): They can use information from Psychology: Principals in Practice, 2007, Holt, Rinehart and Winston, pages 236 and 237 to gather background information on parenting styles.

Use of Supplemental Resources (when, how, and why): Students gather information and take notes on parenting styles and behaviors associated with parenting styles by conducting internet research..

Standards for Career Ready Practice:
from the <u>California Career Technical Education Model Curriculum Standards</u>, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.

2. Communicate clearly, effectively, and with reason.

4. Apply technology to enhance productivity.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

10. Demonstrate creativity and innovation.

11. Employ valid and reliable research strategies.

12. Understand the environmental, social, and economic impacts of decisions

Detailed Description of the Process and Product:

Parenting Style Argumentative Letter

Goal: You will write a letter to your future children explaining your chosen parenting style.

Role: You are a parent.

Audience: You must explain to your children why you have chosen your parenting style.

Situation: Your children want your rationale for your parenting choices.

Product: You will write a one to two page letter.

Process:

1. Set work schedule/timetable.
2. Gather background information about parenting styles from the textbook and internet.
3. Take notes and decide what information you will use for your letter.
4. Develop a rough bibliography.
5. Write an outline for your rough draft.
6. Include at least three characteristics of your chosen parenting style.
7. Include at least one reason that you chose each of the three characteristics applicable to your chosen parenting style.
8. Include your expected results from implementing your chosen parenting style.
9. Conduct research on the internet to fill-in any missing information. Add additional sources to your bibliography.
10. Write thesis statement and draft your letter. Your paper must be at least one-page in length.
11. Prepare the final letter.

Expected Results/Outcome(s):

Prompt: Write a letter describing the best parenting style for your family. Include a rationale and expected results from this parenting style.

	4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	4	3	2	1	NS
Purpose /Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	• Claim is clear, and the focus is mostly maintained for the purpose, audience, and task	• Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	• Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task	
	• Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• Adequate use of transitional strategies with some variety to clarify relationships between and among ideas	• Inconsistent use of transitional strategies and/or little variety	• Few or no transitional strategies are evident	
	• Effective introduction and conclusion	• Adequate introduction and conclusion	• Introduction or conclusion, if present, may be weak	• Introduction and/or conclusion may be missing	
	• Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• Adequate progression of ideas from beginning to end; adequate connections between and among ideas	• Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas	• Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	
	• Alternate and opposing argument(s) are clearly acknowledged or addressed	• Alternate and opposing argument(s) are adequately acknowledged or addressed*	• Alternate and opposing argument(s) may be confusing or not acknowledged*	• Alternate and opposing argument(s) may not be acknowledged*	

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language: • Comprehensive evidence from sources is integrated; references are relevant and specific • Effective use of a variety of elaborative techniques* • Vocabulary is clearly appropriate for the audience and purpose • Effective, appropriate style enhances content	The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language: • Adequate evidence from sources is integrated; some references may be general • Adequate use of some elaborative techniques • Vocabulary is generally appropriate for the audience and purpose • Generally appropriate style is evident	The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language: • Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague • Weak or uneven use of elaborate techniques; development may consist primarily of source summary or may rely on emotional appeal • Vocabulary use is uneven or somewhat ineffective for the audience and purpose • Inconsistent or weak attempt to create appropriate style	The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts, and details). The response's expression of ideas is vague, lacks clarity, or is confusing: • Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • Minimal, if any, use of elaborative techniques; emotional appeal may dominate • Vocabulary is limited or ineffective for the audience and purpose • Little or no evidence of appropriate style	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 3, Personality

Key Assignment Title: Personality Case-Study

Key Assignment Objective: Students apply theories of personality by learning about an individual and explaining the behavior and personality of that individual through the lens of one psychological theory.

Key Assignment Standards (Common Core and History/Social Science):
C3 Framework Indicators and K-12 Pathways for Psychology:
from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

D2.Psy.8.9-12: Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
D2.Psy.9.9-12: Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
D2.Psy.10.9-12: Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
D2.Psy.11.9-12: Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.

Common Core Reading Standards in History/Social Studies 6-12:
from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas
11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
11-12 R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Text Types and Purposes
11-12 W1: Write arguments focused on *discipline-specific content.*
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing
11-12 W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge
11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Basic Textbook (when, how, and why): Students use information from <u>Psychology: Principals in Practice</u>, 2007, Holt, Rinehart and Winston, chapter 14 to gather background information on theories on personality.

Use of Supplemental Resources (when, how, and why): Students gather information and take notes on parenting styles and behaviors associated with parenting styles by conducting internet research..

Standards for Career Ready Practice:
from the <u>California Career Technical Education Model Curriculum Standards</u>, adopted by the California State Board of Education in January, 2013
1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Detailed Description of the Process and Product:

Personality Case-Study

Goal: You will apply theories of personality by learning about an individual and explaining the behavior and personality of that individual through the lens of one psychological theory.
Role: You are a psychologist in a local private practice. You ascribe to a theoretical perspective in your practice.
Audience: As a psychologist, you communicate to an interdisciplinary team.
Situation: An individual has come to you for therapy and you want to gather background in order to define treatment.
Product: You will write a one to two page report.
Process:
1. Set work schedule/timetable.
2. Learn about an individual with the class. Teachers can ask students to apply a personality from fiction or history. For example, students might apply their theory on personality to the Grinch from the *How the Grinch Stole Christmas!*
3. Get an assigned theory or psychologist from one of the following: trait approach, psychoanalytic approach, the learning approach, the humanistic approach, or the sociocultural approach.
4. Gather background information about an assigned theory of personality from the textbook and internet.
5. Take notes and decide what information you will use to better understand your patient.
6. Develop a rough bibliography.
7. Write an outline for your rough draft.
    a. In your outline, include at least three concepts or terms to explain the personality of your patient and its transformation from the perspective of one psychologist or theory.
    b. Explain how this concept or term applies to your patient. Use **EVIDENCE** about your patient to support your answer.
    c. Using at least four sentences, analyze how your assigned psychologist or theory would explain your patient's personality.
    d. Make sure to support your ideas with evidence from your notes and textbook.
8. Conduct research on the internet to fill-in any missing information. Add additional sources to your bibliography.
9. Write a thesis statement and draft your paper. Your paper must be at least one-page in length.
10. Prepare the final paper.

Expected Results/Outcome(s):

Prompt: Apply the perspective of one psychologist's theory on personality. Learn about one person and explain how the psychologist would explain that person's behavior. Use evidence to support your claims.

	4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	4	3	2	1	NS
Purpose /Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	• Claim is clear, and the focus is mostly maintained for the purpose, audience, and task	• Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	• Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task	
	• Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• Adequate use of transitional strategies with some variety to clarify relationships between and among ideas	• Inconsistent use of transitional strategies and/or little variety	• Few or no transitional strategies are evident	
	• Effective introduction and conclusion	• Adequate introduction and conclusion	• Introduction or conclusion, if present, may be weak	• Introduction and/or conclusion may be missing	
	• Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• Adequate progression of ideas from beginning to end; adequate connections between and among ideas	• Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas	• Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	
	• Alternate and opposing argument(s) are clearly acknowledged or addressed	• Alternate and opposing argument(s) are adequately acknowledged or addressed*	• Alternate and opposing argument(s) may be confusing or not acknowledged*	• Alternate and opposing argument(s) may not be acknowledged*	

	4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language: • Comprehensive evidence from sources is integrated; references are relevant and specific • Effective use of a variety of elaborative techniques* • Vocabulary is clearly appropriate for the audience and purpose • Effective, appropriate style enhances content	The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language: • Adequate evidence from sources is integrated; some references may be general • Adequate use of some elaborative techniques • Vocabulary is generally appropriate for the audience and purpose • Generally appropriate style is evident	The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language: • Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague • Weak or uneven use of elaborate techniques; development may consist primarily of source summary or may rely on emotional appeal • Vocabulary use is uneven or somewhat ineffective for the audience and purpose • Inconsistent or weak attempt to create appropriate style	The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts, and details). The response's expression of ideas is vague, lacks clarity, or is confusing: • Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • Minimal, if any, use of elaborative techniques; emotional appeal may dominate • Vocabulary is limited or ineffective for the audience and purpose • Little or no evidence of appropriate style	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 4, Psychological Disorders and Treatment

Key Assignment Title: Clinical Assessment and Diagnosis of Schizophrenia

Key Assignment Objective: Students will be able to synthesize information from text, the DSM and case study samples by integrating information from all sources into a written clinical assessment tool.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Psychology:
from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

D2.Psy.8.9-12: Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
D2.Psy.9.9-12: Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
D2.Psy.10.9-12: Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
D2.Psy.11.9-12: Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.

Common Core Reading Standards in History/Social Studies 6-12:
from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas
11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
11-12 R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Text Types and Purposes
11-12 W1: Write arguments focused on *discipline-specific content.*
a.   Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
b.   Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
c.   Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d.   Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e.   Provide a concluding statement or section that follows from or supports the argument presented.

Research to Build and Present Knowledge
11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Basic Textbook (when, how, and why): Students use information from Psychology: Principals in Practice, 2007, Holt, Rinehart and Winston, chapter 18 to gather background information.

Use of Supplemental Resources (when, how, and why): Allow students access to DSM V materials in class. If DSM V is not available, resources may be found online, such as on http://ccpweb.wustl.edu/pdfs/2013_defdes.pdf Students may use this as an opportunity to understand the DSM as a diagnostic tool, and then to understand the specifics of the diagnosis of schizophrenia.

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned with personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
12. Understand the environmental, social, and economic impacts of decisions

Detailed Description of the Process and Product:

Clinical Assessment and Diagnosis of Schizophrenia

Goal: You will research case information, in order to construct a report of symptoms and possible treatments for a patient.
Role: You are a psychologist at a local hospital.
Audience: As a psychologist, you communicate to your class as though you are presenting to an interdisciplinary team.
Situation: An individual is showing symptoms of a psychological disorder.
Product: You will write a one to two page report to present (handout or power point) to peers.
Process:

1. Ask students to answer the following, "How do you think you would feel if you believed that people could read every thought you had? How would you feel if you believed that your doctors were poisoning you and trying to hurt you? Ask students to discuss their answers as a class.
2. Gather background information about Schizophrenia and content from text:
    a. Tree map of different subtypes
    b. Review of symptoms and their prevalence
    c. Positive vs. negative symptoms
    d. Course and outcome
    e. Etiological factors
        i. Genetic vulnerability
        ii. Dopamine hypothesis
        iii. Structural abnormalities
        iv. Diathesis stress hypothesis
3. Review DSM content
    a. Review structure of the DSM (CCSS)
        i. What do you notice about the structure?
        ii. How do the sections relate to one another?
        iii. How does the content of style relate to the purpose of the text?
        iv. How does a clinician use the criteria to make a diagnosis?
    b. Review DSM for content
4. Review a case, e.g. the case described in chapter seven of Abnormal Psychology in Context, by Sattler, Shabatay, and Kramer (1998).
5. Using diagnostic language, describe symptoms expressed in the case study. Decide diagnosis and treatment for patient.
6. Write an outline and a thesis statement and draft your paper. Your paper must be at least one-page in length.
7. Prepare the final paper to present in a two-five minute oral presentation of your findings.
8. Your peers will discuss findings.

Expected Results/Outcome(s):

1. Prompt: Write a case summary using diagnostic language. Be sure to describe symptoms, a diagnosis with rationale and recommendations for treatment.

	4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	4	3	2	1	NS
Purpose /Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose
	• Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	• Claim is clear, and the focus is mostly maintained for the purpose, audience, and task	• Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	• Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task	
	• Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• Adequate use of transitional strategies with some variety to clarify relationships between and among ideas	• Inconsistent use of transitional strategies and/or little variety	• Few or no transitional strategies are evident	
	• Effective introduction and conclusion	• Adequate introduction and conclusion	• Introduction or conclusion, if present, may be weak	• Introduction and/or conclusion may be missing • Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	
	• Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• Adequate progression of ideas from beginning to end; adequate connections between and among ideas	• Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas		
	• Alternate and opposing argument(s) are clearly acknowledged or addressed	• • Alternate and opposing argument(s) are adequately acknowledged or addressed*	• Alternate and opposing argument(s) may be confusing or not acknowledged*	• Alternate and opposing argument(s) may not be acknowledged*	

	4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language: • Comprehensive evidence from sources is integrated; references are relevant and specific • Effective use of a variety of elaborative techniques* • Vocabulary is clearly appropriate for the audience and purpose • Effective, appropriate style enhances content	The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language: • Adequate evidence from sources is integrated; some references may be general • Adequate use of some elaborative techniques • Vocabulary is generally appropriate for the audience and purpose • Generally appropriate style is evident	The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language: • Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague • Weak or uneven use of elaborate techniques; development may consist primarily of source summary or may rely on emotional appeal • Vocabulary use is uneven or somewhat ineffective for the audience and purpose • Inconsistent or weak attempt to create appropriate style	The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts, and details). The response's expression of ideas is vague, lacks clarity, or is confusing: • Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • Minimal, if any, use of elaborative techniques; emotional appeal may dominate • Vocabulary is limited or ineffective for the audience and purpose • Little or no evidence of appropriate style	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 5, Biopsychology

Key Assignment Title: Sleep Log and Reflection

Key Assignment Objective: Students apply an understanding of sleep theories and characteristics of sleep by writing a sleep log and relating it to sleep scholarship.

Key Assignment Standards (Common Core and History/Social Science):
C3 Framework Indicators and K-12 Pathways for Geography:
from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

D2.Psy.8.9-12: Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
D2.Psy.9.9-12: Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior.
D2.Psy.10.9-12: Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
D2.Psy.11.9-12: Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
D2.Psy.22.9-12: Use psychological knowledge to promote healthy lifestyle choices.

Common Core Reading Standards in History/Social Studies 6-12:
from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas
11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Text Types and Purposes
11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a.   Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b.   Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c.   Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d.   Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
e.   Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge
11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Basic Textbook (when, how, and why): Students use information from Psychology: Principals in Practice, 2007, Holt, Rinehart and Winston, pages 106-112 and 441 to gather background information on sleep characteristics and theories on sleep.

Use of Supplemental Resources (when, how, and why): Students gather information and take notes on sleep characteristics and theories on sleep by conducting internet research.

National Institutes of Health sleep materials include sleep case studies, diagnosis documents and sleep tracking guidance. Teachers can use the materials in the following to guide instruction:
https://science.education.nih.gov/supplements/nih3/sleep/guide/nih_sleep_masters.pdf

Reasons for Sleep Health
https://www.healthypeople.gov/2020/topics-objectives/topic/sleep-health

http://healthysleep.med.harvard.edu/

Employability/Literacy/College Skills Addressed:
Standards for Career Ready Practice:
from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013.
1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.

Detailed Description of the Process and Product:

Sleep Log and Reflection

Goal: You will research information on sleep characteristics and theories on sleep in order to analyze your sleep.
Role: You are analyzing your own sleep patterns.
Audience: You will communicate your sleep characteristics and patterns to your peers and teacher.
Situation: Oftentimes, high school students have poor sleep habits. By analyzing your sleep, you may better your sleep health.
Product: You will create a sleep log, take notes on sleep characteristics and theories on sleep, and write a short explanation of your sleep diagnosis.
Process:
1. Set work schedule/timetable.
2. Conduct a sleep log for at least five consecutive days and nights.
3. Take notes on the following for each day: date, day of the week, time that you went to bed, level of difficulty falling asleep (easy, moderate or difficult), times awoken and sources of disturbance, time that you woke up, total hours of sleep, feeling when you wake (refreshed, somewhat refreshed or fatigued), note times during the day when you are sleepy, and note exercise, naps or other stimulants/depressants consumed with proximity to bed time.
4. Gather background information and take notes on sleep characteristics and theories on sleep from textbook and conduct research on the internet to answer unanswered questions. Write sources in bibliography.
5. Write a short paper. Include a thesis statement and at least three body paragraphs explaining the following: sleep characteristics and theories, reasons for healthy sleep, your sleep patterns based upon your sleep log and evaluation of your sleep. In your evaluation of your sleep explain your relative sleep health with at least three pieces of evidence from your research to support your claims. Your paper must be at least one-page in length.
6. Write your final paper and prepare to share with your peers.

Expected Results/Outcome(s):

Prompt: Explain the following: sleep characteristics and theories, reasons for healthy sleep, your sleep patterns based upon your sleep log and evaluation of your sleep. In your evaluation of your sleep explain your relative sleep health with at least three pieces of evidence from your research to support your claims.

4-Point
Informative-Explanatory
Performance Task Writing Rubric (Grades 6-11)

Score	4	3	2	1	NS
Purpose /Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused: • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end • Effective introduction and conclusion • Controlling or main idea of a topic is clear, focused, and strongly maintained • Controlling or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused: • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end • Adequate introduction and conclusion • Controlling or main idea of a topic is clear and mostly maintained, though some loosely related material may be presented • Main idea of the topic is adequate within the purpose, audience, and task	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: • Inconsistent use of transitional strategies and/or little variety • Uneven progression of ideas from beginning to end; basic and/or formulaic structure • Introduction or conclusion, if present, may be weak • Controlling or main idea may be clearly focused but is insufficiently sustained • Controlling or main idea may be unclear and/or somewhat unfocused	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: • Few or no transitional strategies are evident • Frequent extraneous ideas are evident; may be formulaic • Introduction and/or conclusion may be missing • May be very brief or have a major drift • Focus may be confusing or ambiguous	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

| | | 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11) | | | |

Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language: • Comprehensive evidence from sources is integrated • References are relevant • Effective use of elaborative techniques • Use of domain-specific vocabulary is clearly appropriate for the audience and purpose	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language: • Some evidence from sources is integrated • References may be general • Adequate use of elaborative techniques • Use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language: • Evidence from sources is weakly integrated, vague, or imprecise • References may be vague, imprecise, or absent • Weak or uneven use of elaborate techniques • Use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing: • Evidence from the source material is minimal, absent, incorrect, or irrelevant • References may be absent or incorrect • Minimal, if any, use of elaborative techniques • Use of domain-specific vocabulary is limited or ineffective for the audience and purpose	• Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

INSTRUCTIONAL METHOD AND/OR STRATEGIES:
A variety of instructional strategies will be utilized to accommodate all learning styles:

Psychology-Specific Methods: While traditional methods of instruction will facilitate the teaching of Psychological concepts, Psychology teachers use current research and *Diagnostic and Statistical Manual of Mental Disorders* (DSM) to facilitate the application of psychological theories on personality, disorders and consciousness. Use of psychological data will help students to make claims about specific diagnoses with evidence based upon research.

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential **E**lements of **E**ffective **I**nstruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom.   Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
• Recall	• Think (Write)/Pair/Share	• Restate in Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Model with Hand Motions
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Consider	• Give One, Get One	• Folded Paper	• Point to Examples
	• Socratic Seminar	• Ticket Out of Class	
	• Cooperative Discussion Groups		

Baldrige Quality Tools: Students can become more positively involved in their education through goal setting, self-assessment, and data tracking and analysis by making use of the following strategies:

BALDRIGE TOOL	PURPOSES
Affinity Diagram	– finding consensus, organizing complex information
Flowchart	– describing a process, planning a project, identifying problem steps in a process
Force Field Diagram	– identifying obstacles, finding causes and solutions to problems
Issues / Ideas Bin	– handling individual questions/requests without stopping a group activity, providing anonymous input, obtaining diverse input in specific areas.
Data Folder	– tracking goals and actual results
Plus / Delta	– tracking improvement efforts, identifying opportunities for change, finding out what's working and what's not working in a process, procedure, activity, etc.
Class Data Graphs	– displaying trends for goal setting

Diverse learning styles may be addressed by implementing combinations of the following:

Significant, Proven Strategies for ALL Students

❑ Hands-On Lab's ❑ Inquiry Activities ❑ Short/Long-term projects	❑ Student Presentations ❑ Peer Teaching ❑ Summarization	❑ Essential Questions ❑ Thematic Units ❑ Field Experiences	❑ Current Events ❑ Career Choices ❑ Guest Speakers

Literacy Strategies	SDAIE Strategies for English Learners	Strategies for Students with Disabilities	Differentiation for Advanced Learners
❑ Vocabulary Development ❑ Before Reading ❑ During Reading ❑ After Reading ❑ Text Structure ❑ Graphic Organizers ❑ Reciprocal Teaching ❑ Learning Logs ❑ Nonfiction ❑ Functional ❑ Word Wall	❑ Lower the Affective Filter (including Processing Time) ❑ Tapping/Building Prior Knowledge (Graphic Organizers, Schema) ❑ Acquisition Levels ❑ Language Sensitivity ❑ Grouping Strategies ❑ Multiple Intelligences ❑ Adapt the Text ❑ Interactive Learning (Manipulatives & Visuals) ❑ Home/School Connection (including Cultural Aspects)	❑ IEP Accommodations (refer to student's IEP document or IEP summary sheet) ❑ Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals) ❑ Think Alouds ❑ Small Group Instruction ❑ Learning Centers ❑ Manipulatives & Visuals ❑ Peer Assisted Learning	❑ Curriculum Compacting ❑ Depth and Complexity ❑ Flexible Grouping ❑ Acceleration ❑ Tiered Assignments ❑ Independent Study

Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.

TEXTBOOKS:

Basic Textbook: ☐ Read in entirety ☑ Excerpts used
Rathus, Spencer, <u>Psychology: Principals in Practice</u>, Holt, Rinehart and Winston, © 2007.

RESOURCES:
Documents
- ❑ Common Core State Standards (2012): http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf
- ❑ CTE Standards (2013): http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf.
- ❑ National Standards for High School Psychology Curricula http://www.apa.org/education/k12/national-standards.aspx.
- ❑ Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013): http://www.socialstudies.org/c3

ASSESSMENT METHODS AND/OR TOOLS:
Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Suggested Evaluation Tools:

Source	Formative (Monitor)	Summative (Evaluate)
District Developed Assessments		Key Assignments
Teacher Developed Assessments		Unit Exams and Quizzes
Teacher Developed Assessments	Suggested Lesson Activities	
Teacher Developed Assessments	Notebook and Homework	

PERFORMANCE STANDARDS CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

District Performance Standards:

The Long Beach Unified School District has key assignments that are required for Psychology. The Performance Standard Criteria for district-wide key assignments are shown in the table below.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Key Assignments	On a four-point rubric, a score of **one**	On a four-point rubric, a score of **two**	On a four-point rubric, a score of **three**	On a four-point rubric, a score of **four**

Classroom Performance Standards:

The objective of instruction is to help all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Teacher Developed Assessments- Unit Exams and Daily Quizzes	On a six-point rubric, a score of **one or two**, or on a four-point rubric, a score of **one** for constructed response or **less than 60%** on scoring guide for selected response	On a six-point rubric, a score of **three**, or on a four-point rubric, a score of **two** for constructed response or **60% - 69%** on scoring guide for selected response	On a six-point rubric, a score of **four**, or on a four-point rubric, a score of **three** for constructed response or **70% - 84%** on scoring guide for selected response	On a six-point rubric, a score of **four**, or on a four-point rubric, a score of **three** for constructed response or **85% - 100%** on scoring guide for selected response
Teacher Developed Assessments- Suggested Lesson Activities (Graded Written Assignments, Performance Assessments and Projects)	On a six-point rubric, a score of **one or two**, or on a four-point rubric, a score of **one**	On a six-point rubric, a score of **three**, or on a four-point rubric, a score of **two**	On a six-point rubric, a score of **four**, or on a four-point rubric, a score of **three**	On a six-point rubric, a score of **five or six**, or on a four-point rubric, a score of **four**
Teacher Developed Assessments- Homework and Notebook	On a six-point rubric, a score of **one or two**, or on a four-point rubric, a score of **one or less than 60%** on scoring guide	On a six-point rubric, a score of **three**, or on a four-point rubric, a score of **two or 60% - 69%** on scoring guide	On a six-point rubric, a score of **four**, or on a four-point rubric, a score of **three or 70% - 84%** on scoring guide	On a six-point rubric, a score of **four**, or on a four-point rubric, a score of **three or 85% - 100%** on scoring guide

STANDARD GRADING SCALE:		
Advanced Proficient	A	90-100%
Proficient	B	80-89%
	C	70-79%
Partial Proficient	D	60-69%
Not Proficient	F	0-59%

Suggested Grade Weighting:

1.	Homework and Notebooks	10 %

- o   This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion but not graded.
- o   Homework could be: reading assignments, vocabulary study, note taking, or processing for short-term or long-term projects.
- o   If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.

2.	Classwork, In-Class Projects or Suggested Assignments	30 %

- o   After processing course material in notes, students create products.
- o   Group and individual projects might include: Thinking Maps, Graphic Organizers, Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.

3.	Unit Exams and Daily Quizzes	30 %

- o   Unit Exams are used to determine if students have attained proficiency. These can be the textbook assessments or teacher generated tests.
- o   Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next content. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.

4.	Research Projects or Key Assignments	30 %

- o   History-Social Science research reports should teach students research and critical thinking skills.
- o   Students should use a variety of sources and learn how to evaluate sources for reliability.
- o   Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by:	Marika Manos
Submission Date:	September 17, 2015
School/Office:	History Office, OCIPD
Curriculum Writing Team Members:	Sandra Gutierrez, Alexis Harcharic and Marika Manos
Original Board Approval Date:	June 18, 2013
Revised Board Approval Date:	

Saved on L/drive, Common, Manos, Course Outlines, Psychology